



Montana Office of Public Instruction  
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[www.opi.mt.gov/IndianEd](http://www.opi.mt.gov/IndianEd)

# Model Lesson Plan

## Social Studies Grade 5

### Topic 3 - Factors Causing Conflict Among Groups Views About The Lewis and Clark Corps of Discovery

#### Stage 1 Desired Results

##### Established Goals:

1. Explain conditions, actions and motivations that contribute to conflict and cooperation within and among groups and nations. [GLE 5.2.1.]
2. Interpret and apply information to support conclusions. [GLE 5.1.3]

##### Understandings:

- A condition, action, or motivation can be viewed from many different points of view. These change, depending on whose filter or, point of view the story goes through. [EU 3]
- Primary sources can be used in order to support ideas and conclusions about events in history told from several points of view. [SS 1]

##### Essential Questions:

1. How does who I am shape my views?
2. How is the Lewis and Clark Corps of Discovery expedition explained from a tribe's point of view? From my history book?
3. How and where can we use the knowledge that there may be more than one point of view? More than one story?

##### *Students will be able to...*

1. Read primary source materials to identify points of view about a particular event in history: a tribe's point of view versus what the grade 5 history text (a secondary source) says about the event.
2. Compare the points of view expressed, and speculate about why the views are different.
3. Tell when and how they should apply skills of using primary source materials to identify differing points of view.

##### *Students will know...*

1. Views of historical events and issues are usually different, depending on the points of view of groups and people involved.
2. Many tribes have articulated their points of view about the Lewis and Clark Corps of Discovery.
3. When and how they should apply skills of using primary source materials to identify differing points of view about an event.

#### Stage 2 Assessment Evidence

##### Performance Tasks:

1. Compare the points of view expressed, and in a group, identify possible reasons as to why the views are different.
2. As a member of the class as a whole group, speculate as to how the points of view are still (today) contributing to conflict or cooperation between the particular tribe(s) and the U.S. government.
3. Individually write a brief summary paragraph which (a) identifies the original story/issue/conflict, and (b) tell how this event is viewed today by the particular tribe or group. For example, how did the Blackfeet view the Lewis and Clark Corps of Discovery after their encounter? How did the Shoshone view the Corps?

## OTHER TEACHER BACKGROUND MATERIALS

Harvey, Karen and Lisa Harjo Golden. (1998). *Indian Country: A History of Native People in America*. Fulcrum Press.

Sneve, Virginia Driving Hawk (**Lakota**). ***Bad River Boys: A Meeting of the Lakota Sioux with Lewis and Clark***. Illustrations by Bill Farnsworth. New York: Holiday House, 2005. 30 pp. ISBN: 0-8234-1856-1

This Website has some excellent information for further research <http://www.trailtribes.org/>

For access to the Lewis and Clark journals visit the following Website:  
<http://lewisandclarkjournals.unl.edu/>

As an extension activity students could watch this excellent DVD production:

*Two Worlds at Two-Medicine*, produced by Going-to-the-Sun Institute and Native View Pictures (a copy of this DVD was sent to all Montana public school libraries, check with your local school librarian).  
Synopsis: In the summer of 1806 while the Lewis and Clark Expedition was heading home from the Pacific Ocean, Meriwether Lewis had a life-or-death encounter with a party of Blackfeet. This is the story of that encounter as told by American Indian elders, educators and cultural historians.



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# Model Lesson Plan

## Social Studies

### Grade 5

#### Stage 3 Learning Plan

**Learning Activities:** These learning experiences and instruction should enable students to achieve the desired results listed in the goals.

**How will the design...**

**W= help students know where the unit is going and what is expected?**

**H= hook all students and hold their interest?**

**E= Equip students, help them experience the key ideas and explore the issues?**

1. Provide each student with Background Sheet #1, as you introduce the goals and students read the “I Can” statements (what they are expected to know and be able to do at the end of the lesson).
2. After the class reads the information together (you, as the teacher, should use the information for talking points in your overview) students are reminded to place the notes in their notebook.

**R= Provide opportunities to rethink and revise their understandings and work?**

**E= Allow students to evaluate their work and its implications?**

3. Note the section on the Lewis and Clark expedition in your history book. How are Indians written about in the section? Which specific tribes are discussed, or are any specific tribes discussed?
4. Review the ideas students will learn about history and point of view. Take time to explore the definition of “discovery”, and make students aware that “discovery” of an area is not necessarily a discovery. Indigenous people had been in the area explored by the expedition for at least hundreds of years.

**T= Be tailored (personalized) to the different needs, interests, and abilities of learners?**

5. Students who are not able to complete all of the assignment (for example, a student with an IEP) may participate with the larger group based on their different needs and abilities.

**O= Be organized to maximize initial and sustained engagement as well as effective learning?**

6. This particular lesson may take 2-4 days (50-minute periods), depending on students’ backgrounds. Discussion and frequent active rethinking should keep student engagement and learning high.

**Materials/Resources Needed:**

1. Montana tribe oral histories and stories. See list below.
2. Student Worksheet #1.
3. “*Essential Understanding Regarding Montana Indians: Social Studies Model Curriculum*”, Essential Understanding # 3 [**Teacher background information, only**]
4. *Connecting Cultures & Classrooms: K-12 Curriculum Guide: Language Arts, Science, Social Studies* (available Montana OPI <http://www.opi.mt.gov/IndianEd/Index.html>), pp. 92-97, provides helpful teacher background.

NAME \_\_\_\_\_

## FACTORS CAUSING CONFLICT BETWEEN GROUPS

The purpose of this lesson is so that...

### I Can

- Tell at least two tribal points of view about Lewis and Clark and the Corps of Discovery as the Corps traveled in what is now Montana.
- Compare a particular tribe's point(s) of view about the Corps of Discovery, versus what the grade 5 history text (a secondary source) says about the event.
- Tell when and how I should apply skills of using primary source materials to identify differing points of view about an event such as the exploration of lands by the Corps of Discovery.
- Tell why respecting and including another culture's viewpoint of a historical event is basic to making sense of the event.

### Essential Questions We Will Discuss

1. How is this event in history told from a tribe's point of view? From my history book?
2. How does who I am shape my views?
3. How does a particular tribe's oral traditions and history contribute to historic research?
4. How and when can we use the knowledge that, as we learn history, there may be more than one point of view?

### Information You Need To Know

Certain events in your history book are probably viewed differently by Montana tribes, depending on that tribe's point(s) of view about the event. Oral retellings of events have been passed down through generations, and are an important source of information. Such oral retellings are an example of a **primary source—providing firsthand evidence of an event.**

Each Montana tribe has a history, just as your history book presents the story of America's known historical events. Traditionally, a Montana tribe's history can be traced back to the beginning of time. Many of the Montana tribal histories are only told orally. They were passed down from generation to generation so that the history of the tribe could be known to each new generation. While most tribes did not have a written language, their histories tell the story of what happened in the past.

The timeframes of a tribe's history differs from a written history book, because time was observed differently within that tribe. Written history texts refer to dates based on a calendar, as though a list of dates is the only way to organize a history. Time may be expressed through the description of the seasons in the stories handed down through careful retellings.

**Things to keep in mind** as you hear and read primary sources from a tribe about a particular event in history:

- With regard to events such as Lewis and Clark and the Corps of Discovery, Montana tribal histories offer differing points of view as compared to those expressed in your American history book.
- Your history book and a tribal history each represent “points of view”; the point of view changes, depending on whose story is being told.
- Identifying and respecting another culture’s viewpoints of historical events is basic to your understanding of how histories can influence our ideas and points of view.
- Events from the past, and how they are viewed by tribes and by the U.S. government, still cause issues of concern today.
- The “discovery” of an area is not necessarily a discovery. Indigenous people had been in the area explored by the Lewis and Clark Expedition for at least hundreds of years.

## NEW WORDS

### History

The study of the past; a record of what happened in the past. It is a story most often related through the experience of the teller.

### Oral History

Each tribe has a history that can be traced to the beginning of time. Many of these histories are told only orally, as they have been passed down through generations. **Important to know:** Oral histories are examples of primary resources—they provide firsthand evidence of historical events, although they are not written down.

### Point of View

The standpoint from which something is considered or valued. **Synonyms:** Standpoint, viewpoint, way of thinking, perspective.

### Primary Source

Primary resources provide firsthand evidence of historical events. They are, generally, unpublished Materials such as manuscripts, photographs, maps, artifacts, audio and video recordings, oral histories, postcards, and posters. [UCLA Institute on Primary Sources]

### Secondary Source

Materials such as textbooks, which synthesize and interpret primary source materials. [UCLA Institute on Primary Sources]

### Tolerance

Respecting beliefs and actions which differ from one’s own beliefs and ideas. Respecting what others value and do.